

Statewide System of Support School Coach Standard Operating Procedures

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School Board Meetings

Addressing a School Board is sometimes required as part of being a School Coach. Please follow the guidelines below to ensure a smooth meeting.

1. **DO NOT** offer to appear at a meeting of the Board of Trustees.
2. If a request is made by the superintendent, let that person know that you are only to discuss what you do, your qualifications, and your role in the improvement process. Let the school administration discuss any data about what the school is doing to make Annual Yearly Progress (AYP).
3. You are an agent of the Office of Public Instruction (OPI), and you must remain neutral.
4. If possible, please refer all questions back to the school administration and the OPI if applicable.
5. Thank the Board of Trustees for their time and support of the improvement process.
6. Exit the meeting when appropriate.

It is important not to let yourself be drawn into the local politics and say something that could be construed as a critique of the district/school or any employee. The School Coach should not do anything that could be considered an evaluation of any person working for the district.

The OPI recommends against attending School Board meetings unless it is absolutely necessary to the improvement process. It is required that prior approval is received from the OPI, and that the request be made two weeks in advance of the meeting.

Building Leadership Meeting/District Leadership Meeting

The Building Leadership Team or District Leadership Team, in many cases, is the foundation upon which the school improvement plan is built. These meetings are an important part of the improvement process, and the role you play here is extremely valuable. Your role is to facilitate these meetings, not to lead them. Please follow these guidelines to help ensure your proper role in this process:

1. Do not call a meeting of the Building/District Leadership Team.
2. Do not lead one of these meetings.
3. When appropriate, ask leading/guiding questions to facilitate the process.
4. Take notes when necessary.
5. Ensure that the administration is kept up-to-date.
6. The Professional Development Report (PDR) should include information regarding the School Coach's involvement.

It may be necessary at times to help the administration set up a BLT or District Leadership Team, and to train one how to function properly. Even in this case, do not overstep your role and take over the process.

Unsolicited Contact

There will be times when you are approached by the certified or classified staff, school board member(s), parents/community members, or other persons related to the district/school. The purpose of these "meetings" will be for no other reason but to bring you into the local politics. Examples of these situations could be: getting your opinion about a staff member, whether or not an employee should be retained or not retained, what you would do in certain situations, coming to you with legal questions, coming to you with complaints about other employees, etc.

If you are contacted on such a matter, please follow these steps:

1. Kindly explain that you are there to work with the district/school to establish a school improvement plan.
2. Let the person/persons know that you understand their concerns, but that your role in working with the district/school does not encompass this.
3. Refer the person/persons to the proper school representative with which to speak.
4. After thanking them for sharing their concerns, quickly and quietly leave the area.
5. Report all such contact to the appropriate school official. Use your professional judgment as to whether or not to give names.
6. Document the contact in your After Action Report (AAR) and give names when possible.

It is extremely important that you understand that these "fishing expeditions" are for no other purpose but to advance a personal agenda. People will try to use your position with the OPI to make changes that are not necessarily good for the students, but benefit one student or one small group of students only, or perform a personal vendetta against another. As a state representative, what you say carries great weight, and you must make sure that what you do and say cannot be misconstrued and used to advance a personal agenda.

Dress

Dress is very important when working with a district/school and its employees. The OPI recommends that you dress "business casual" when you are on-site or at a meeting/conference that is attended by the school. Always remember to wear your OPI badge.

Ties and dresses are generally not necessary for business casual. It never hurts to slightly overdress; by dressing nicely, you pay a compliment to your host.

End of the Year

An end-of-the-year meeting with the district/school is a mandatory step in the statewide system of support. This meeting should take place on the last day of your scheduled visits with the district/school. The superintendent and principal(s) should be in attendance, if possible. At this meeting, the following items should be performed:

1. Give the superintendent a hand-delivered copy of your OPI approved end-of-the-year report.
2. Review the accomplishments of the past school year.
3. Discuss the next steps in district/school improvement.
4. Develop a plan of action for the upcoming year.
5. Remind the district/school that they will have a School Coach for the upcoming year, but that it might not be you.
6. Thank them for their time and efforts.

This end-of-the-year meeting is an important step in the improvement process. It gives summation of the milestones reached this year, and it lays the groundwork for what efforts lay ahead. A good meeting can be an instrumental part of our efforts to assist the school in making adequate yearly progress.

Lexicon

To facilitate better communication and understanding of the Statewide System of Support (SSOS), the following lexicon has been established. Please familiarize yourself with these terms and acronyms.

Adequate Yearly Progress (AYP) - An individual state's measure of yearly progress toward achieving state academic standards. "Adequate Yearly Progress" is the minimum level of improvement that states, school districts, and schools must achieve each year. The Montana test used to measure this is called the MONTCAS.

After Action Report (AAR) - A required report written by a School Coach after visiting a school. This report is filled out electronically on the form provided. This report is sent to the OPI (specifically the "specialist" assigned to a School Coach). It is a reflective piece containing personal insight on the process of school improvement, and how the school visit went.

Annual Measurable Objective (AMO) - Target that districts/schools must meet to make the academic indicator toward the goal of having all students proficient in reading and math by the 2013-2014 school year. In Montana, the percentage of full academic year students who scored at or above proficient in reading and math on the criterion-referenced test, which is aligned with state content standards, must be greater than or equal to the AMO for reading and math.

Building Leadership Team (BLT) - The team at the school level that is in charge of developing and implementing the school improvement plan.

Confidentiality Agreement - Documentation signed by all members of the SSOS to ensure that information covered under the Family Educational Rights and Privacy Act (FERPA) is not given out to the public.

Corrective Action - If a school fails to make AYP two years in a row, the district must continue to make public school choice and Supplemental Educational Services (SES) available, continue technical assistance, and take at least one of the following actions: replace school staff relevant to the failure, institute and implement a new curriculum, significantly decrease management authority in the school, appoint outside experts to advise the school, extend school year or school day, or restructure the internal organization of the school.

Correlate - One of the nine main sections of academic performance used to evaluate a district's or school's teaching and learning processes during a scholastic review. These areas are: Curriculum, Classroom Evaluation/Assessment, Instruction, School Culture; Student, Family, and Community Support; Professional Growth, Development, and Evaluation; Leadership, Organizational Structure and Resources, and Comprehensive and Effective Planning.

Criterion-Referenced Test (CRT) - A test that provides for translating the test score into a statement about the behavior to be expected of a person with that score or their relationship to a specified subject matter. Most tests and quizzes written by school teachers are criterion-referenced tests. The objective is simply to see whether or not the student has learned the material, i.e., MONTCAS. The CRT-Alternate assessment is only for those students with the most significant cognitive disabilities.

District Leadership Team (DLT) – The district level team that is in charge of developing and implementing the district improvement plan.

Educational Opportunity and Equity (EOE) - This division of the OPI consists of a variety of federal grant programs and one function funded by the state general fund. The focus of all the programs is opportunity and equity for all students.

E-Grants System - A web-enabled system for K-12 education and supports the grant application process from allocation of funds and application for funding through payment accountability, reporting to the grantor and grant closeout for both state and federal grants. E-Grants are accessible to all Local Educational Agencies (LEAs) and other sub-grantees via the Internet without the need for installing any special software or hardware.

Family Educational Rights and Privacy Act (FERPA) - A federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. (20 U.S.C. §1232g; 34 CFR Part 99)

Five-Year Comprehensive Education Plan (5YCEP) - A continuous education improvement plan revised every five years and updated yearly outlining the district's/school's educational

profile, goals, performance standards, and improvement plans. The 5YCEP also documents the district's/school's progress toward achieving those plans and goals.

Indicator - One of 92 examples of evidence of an effective school used by an Scholastic Review Team (SRT) to base a correlate rating upon during an SRT visit.

Letter of Agreement (LOA) - This document states what the district/school and the OPI will do to improve student achievement. This letter must be signed before a School Coach will be assigned. It states what support will be given by the OPI to the district/school, and what the OPI can expect in return from the district/school.

Local Educational Agency (LEA) - A public board of education or other public authority within a state which maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state.

Montana Analysis and Reporting System (MARS) - Measured Progress online reporting tool for the 2008 CRT and CRT-Alternate test results. This system replaces iAnalyze.

Montana Comprehensive Assessment System (MONTCAS) - Name of the Montana assessment program. It includes the CRT, CRT-Alternate, and the English Language Proficiency (ELP) assessment.

Montana Correlates and Indicators Book - Resource guidebook which is used by the SRT to write the scholastic review findings and recommendations for schools in improvement status.

Montana Office of Public Instruction (OPI) - State organization with the responsibility to monitor the education of all students in the districts and public schools of Montana.

Norm-referenced Test (NRT) - Translated test score tells whether the test-taker did better or worse than other people who took the test, i.e., ITBS, CTBS.

Northwest Regional Comprehensive Center (NWRCC) - A nationwide network of 16 regional technical assistance centers established by the U.S. Department of Education. The Comprehensive Centers were created to deliver high-quality technical assistance, information and resources to the State Educational Agencies (SEAs). The primary focus of the regional Comprehensive Centers is to provide assistance that increases each state's capacity to meet the state provisions of the No Child Left Behind Act (NCLB) and to assist districts and schools in implementing the NCLB goals and programs. It is normally referred to as the "Comprehensive Center."

Northwest Regional Educational Laboratory (NWREL) - An organization that provides research-based products, technical assistance, and training to improve educational systems and learning. Works directly with educators in the field to develop and test research-based publications and strategies that improve learners' results. It is normally referred to as "The Lab."

Performance Data Report (PDR) - A required report written by a School Coach after an on-site visit. This report is filled out electronically on the form provided and sent to the OPI. The OPI will "cc" the district superintendent as evidence of the work the School Coach is involved in at the district and schools within that district.

Professional Development - An in-service that is given to all staff and administration. Staff implements the intervention or program. Then staff is allowed some time to develop and work with the intervention under the guidance and direction of the in-service agent. Follow-up to the professional development occurs focusing on the problems encountered during the implementation of the intervention. There is an evaluation of the program/intervention with retraining and refocusing when necessary.

Public School Choice - Students in schools identified as in need of improvement will have the option to transfer to better public schools in their districts. The school districts will be required to provide transportation to the students. Priority will be given to low-income students.

Resource Member - A distinguished educator or administrator specifically assigned by the OPI to give trainings and/or professional development opportunities to districts and schools in corrective action or restructuring.

Restructuring - If a school fails to make AYP after one full year of corrective action, the district must continue to make public school choice available, continue to make supplemental services available, and prepare a plan to restructure the school. By the beginning of the next school year, the district must implement one of the following alternative governance arrangements, consistent with state law: reopen the school as a public charter school, replace all or most of the school staff, including the principal, enter into a contract with an entity such as a private management company with a demonstrated record of effectiveness to operate the school, state takeover, or any other major restructuring of the school's governance arrangement.

Safe Harbor - The Safe Harbor Provision of NCLB allows for subgroups that fail to reach the AMO target to still make AYP if there was a 10 percent decrease in the percentage of students below proficient from the prior year. For a school/district to become a Safe Harbor candidate in reading and/or math in Montana, the school/district must show a 10 percent decrease in the percentage not proficient in the prior year or be a candidate for each subgroup meeting the minimum "n" size for a subject. Each school/district must also make participation rate indicators for all subgroups, and make the additional academic indicator in the aggregate. For a school/district to move from being a candidate to making Safe Harbor for a subject, all subgroups for which it was a candidate must meet or make improvements toward the 80 percent threshold on the additional indicator.

Scholastic Review - A process involving distinguished educators and administrators going into a school for a week-long "snap shot" of a district's/school's academic program and culture that has entered corrective action. A report on the district/school is written by the SRT which contains the findings and recommendations that will be used by the district and schools in the district to develop an School Improvement Plan (SIP).

Scholastic Review Team (SRT) - A group of distinguished educators and administrators who evaluate a district's/school's overall academic program to assist the district and the schools in that district in developing an action plan to increase teaching and learning so that AYP is achieved.

Scholastic Review Team Follow-up - The follow-up scholastic review is responsible for conducting an on-site review of the progress the schools have made toward improvement two years after the initial scholastic review. The follow-up SRT will conduct the review based upon a modified version of the nine Montana Correlates of Effective Schools. This review is completed by conducting interviews, making observations, and reviewing a portfolio the school prepares prior to the team's arrival. The purpose of this review is to monitor the progress the school has made on implementing the action plans developed after the initial review. The report will contain information on that progress, and it will contain recommendations to improve teaching and learning. Within three weeks after the on-site visit, the OPI will submit a report to the school that will provide this information.

School Coach - A distinguished educator and administrator assigned to a school in corrective action or restructuring to help facilitate the improvement process. School Coaches work with the school administration and building/district leadership teams. School Coaches do not work directly with teachers and/or students. The School Coach mission is to "guide from the side" to facilitate the school improvement cycle.

School Improvement Plan (SIP) - Template developed by the OPI for districts/schools to use to map out the goals and strategies that are going to be followed to make the necessary academic achievement to make AYP.

School Portfolio - Contains all the requested documents needed to begin the scholastic review of a district/school. Some examples of documents needed for the portfolio are: 5YCEP, grant data, board minutes, school technology plan, staffing assignments, etc.

Schoolwide Program (SWP) - Addresses the educational needs of children living in impoverished communities (40 percent or higher poverty rate) with comprehensive strategies for improving the whole school so every student achieves high levels of academic proficiency. The SWPs have great latitude to determine how to organize their operations and allocate the multiple funding sources available to them. They do not have to identify particular children as eligible for services or separately track federal dollars. Instead, SWPs can use all allocated funds to increase the amount and quality of learning time.

SMART Goal - A specific type of school improvement goal: **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**ime-bound.

Standard Operating Procedures (SOP) - Rules and regulations that are followed when working in the SSOS.

State Educational Agency (SEA) - Organization with the responsibility over the educational system within the state. In Montana, it is the OPI.

Statewide System of Support (SSOS) - Unit in place to assist schools in corrective action and restructuring in making AYP. This unit consists of the School Coaches, SRTs, resource members, and other OPI entities that work in school improvement.

Supplemental Educational Services (SES) - Students from low-income families who are attending schools that have been identified as in need of improvement for two years will be eligible to receive outside tutoring or academic assistance. Parents can choose the appropriate services for their child from a list of approved providers. The school district will purchase the services.

Sustainable School Improvement - Process of establishing a continuous school improvement plan which will affect long-term change in a district or school for the purpose of increasing student achievement.

Targeted Assistance School (TAS) - Eligible children are children identified by the school as failing, or most at risk of failing, to meet the state's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school, except that children from preschool through grade two shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.

Title I - First section of the ESEA, Title I refers to programs aimed at America's most disadvantaged students. Title I Part A provides assistance to improve the teaching and learning of children in high-poverty schools to enable those children to meet challenging state academic content and performance standards.

Training - A one-time in-service event. Facilitating a BLT or DLT, MARS (formerly iAnalyze), using data in decision-making keying on student achievement, mentoring with administration and school leadership groups, or working on developing mission statements are examples of trainings. Formal follow-up is not usually needed.

Watch List - Districts/schools that have not made AYP for one year in any category.

New Administrator

Please use the following steps as a guideline for the initial meeting with an experienced administrator or a novice administrator new to the district. Not all the steps listed will be necessary. Use your professional judgment as to what will be needed.

1. Make contact first by phone followed up by a supplementary e-mail.
2. Introduce yourself, and give a synopsis of your role with the district.
3. Ask for a time to meet to discuss the OPI's role in the school improvement process, and let the administrator know how much time you will need.
4. Make sure to stress the positives of the school and what has been accomplished before you talk about the areas where improvement needs to be made.
5. Go over the action plans that are already written and successes and failures to date.

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6. Also go over grant applications/awards that have already been done stressing their role in the overall improvement process.
7. Review, if necessary, the status of the 5YCEP, and its role in the process.
8. Discuss upcoming OPI events/professional development opportunities.
9. Ask the administrator about his/her experience in school improvement and the overall process trying to ascertain the person's knowledge of school improvement.
10. Let them know about the resources already provided: books, video series, etc.
11. Ask what types of assistance will be needed and dates and times for your visits.
12. Give the opportunity for questions and answers.
13. Thank the person for his/her time and dedication to school improvement.
14. Send a follow-up letter/e-mail or make a phone call to the administrator within two days of the visit again thanking them for their time and dedication to school improvement.

This initial meeting and its outcomes will directly affect your work with the district/school. A good first impression is vital in establishing a professional relationship that will assist the district/school in making AYP.

Returning Administrator

Please use the following steps as a guideline for the initial meeting with a returning administrator. Not all the steps listed will be necessary. Use your professional judgment as to what will be needed.

15. Make contact first by phone followed up by a supplementary e-mail.
16. Make sure to stress the positives of the school and what has been accomplished before you talk about the areas where improvement needs to be made.
17. Review, if necessary, the status of the 5YCEP and the SIP, and their roles in the process.
18. Discuss upcoming OPI events/professional development opportunities.
19. Ask what types of assistance will be needed and dates and times for your visits.
20. Give the opportunity for questions and answers.
21. Thank the person for his/her time and dedication to school improvement.
22. Send a follow-up letter/e-mail or make a phone call to the administrator within two days of the visit again thanking them for their time and dedication to school improvement.

This beginning of the year meeting will be the basis for all school improvement work to be done. Your attitude and demeanor will assist you in your work with the school.

Interviews with the Press

Because of the high interest that people take when discussing NCLB, and the fact that schools not making AYP are listed in state papers, a request might be made to you for an interview by a member of the press. It is recommended that you respectfully decline such an invitation, if

possible, and refer any questions to the district/school or to the OPI. If it is not going to be possible to decline the interview, please follow these procedures.

1. State your name and position (official title).
2. What your role in the improvement process is.
3. Refer all other questions back to the district administration or the OPI.

It is very important that extreme caution is used in these types of situations. What you say can be easily misconstrued, and the results could be devastating to the district/school you are working with, your own personal/professional reputation, and the OPI (State of Montana).

Professional Development

At times, it will be necessary to conduct professional development at the districts/schools that you serve. Previous approval from the OPI is needed before conducting these types of in-service. It is important that you have the needed qualifications and abilities to properly conduct professional development opportunities at schools in improvement status. The OPI also needs time to get the appropriate paperwork completed to provide renewal units for these activities. We require two weeks advanced notice for all such events. The term professional development is based upon the following model:

- Professional development is presented to staff and administration. (2-3 hours)
- Next the staff implements the intervention or program.
- Then staff is allowed some time to develop and work with the intervention (1:1 mentoring for staff and administration). (2-15 hours)
- Follow-up professional development occurs focusing on the problems encountered during the implementation of the intervention. (2-3 hours)
- Evaluation of the program/intervention. (2-3 hours)
- Retrain and refocus. (2-3 hours)

Please use the following guidelines in relationship to professional development:

1. Do not volunteer to lead professional development activities.
2. If asked, let the district/school know that you will need to get approval from the OPI.
3. Request by e-mail, permission to lead a professional development opportunity.
4. Send an outline of the in-service including dates, times, a general description of the PD, and other pertinent information to the OPI.
5. Wait for approval before informing the district/school.
6. Get the needed materials from the OPI for conducting a professional development opportunity.
7. Conduct the in-service and return all requested data to the OPI.

If you are planning on attending a professional development opportunity provided by the district/school, you must obtain prior permission from the OPI. You will need to fill out a

Professional Development request form. All requests must be made two weeks in advance of the training.

School Coaches should have a listing of all professional development training abilities on file at the OPI to help facilitate this process.

School Training

At times, it will be necessary to conduct trainings at the districts/schools that you serve. Previous approval from the OPI is needed before conducting these types of in-service. It is important that you have the needed qualifications and abilities to properly conduct training opportunities at schools in improvement status. The OPI also needs time to get the appropriate paperwork completed to provide renewal units for these activities. A training is considered a one-day event with little to no follow-up such as MARS, how to run a meeting, working on a mission statement, etc.

8. Do not volunteer to lead training activities.
9. If asked, let the district/school know that you will need to get approval from the OPI.
10. Request by e-mail, permission to lead a training.
11. Send an outline of the training including dates, times, a general description of the training, and other pertinent information to the OPI.
12. Wait for the OPI approval before informing the district/school.
13. Get the needed materials from the OPI for conducting a training opportunity.
14. Conduct the training and return all requested data to the OPI.

If you are planning on attending a training provided by the district/school, you must obtain prior permission from the OPI. You will need to fill out a Professional Development request form. All requests must be made two weeks in advance of the training.

School Coaches should have a listing of all training abilities on file at the OPI to help facilitate this process.

School Visits

You have a unique role as a School Coach and employee of the state of Montana. It is important to remember that you work for the OPI and not for the school. Do not allow yourself to be perceived as an employee of the district. Use your best professional judgment to help you determine what types of tasks are appropriate to your job description. If you are unsure, please contact the OPI for further direction.

1. Only visit the school on your scheduled dates and times unless other arrangements have been made.
2. Do not make yourself available for outside consultation. This is construed by the state as a conflict of interest.
3. Do not show up at the school outside of your job description or assignment to "Just help out."
4. You may not work with other schools in the improvement process unless assigned by the OPI staff.
5. You will need to check with the OPI about any other outside educationally related work you may be doing.

Montana has very strict labor laws that must be followed by all state agencies. Failure to follow these labor laws could result in job termination. Do not immerse yourself in the community. You are there to facilitate the improvement process, not become a member of the school or community.

Staff/Administrative Meeting

Staff and administrative meetings are important components of the SIP, and the role you play here is extremely valuable. Your role is to facilitate these meetings, not lead them. Please follow these guidelines to help ensure your proper role in this process.

7. Do not call a staff or administrative meeting.
8. Do not lead one of these meetings.
9. Do not request to be a part of one of these meetings.
10. When appropriate, ask leading/guiding questions to facilitate the process.
11. Take notes when necessary.
12. Ensure that the administration is kept up-to-date.
13. The PDR should include information regarding the School Coach's involvement.

It may be necessary at times to help guide the administration in setting up effective staff/administrative meetings. Even in this case, do not overstep your role and take over the process.

Summer Activities

There will be times when summer trainings and professional development will need to be scheduled or performed. It is the intent of the SSOS to provide resources to the school whenever possible as long as they are tied to the SIP. When possible, the district/school should contract with resources outside of the SSOS. However, we understand that this will not be possible at all times.

Prior to doing a training or professional development opportunity, please fill out the Training/Professional Development SOP page and send it to the OPI. As with requests to attend, two weeks advanced notice is required along with approval from a specialist.

School visits are not to be conducted over the course of the summer without prior approval from the OPI. Visits may include, but are not limited to: BLT/DLT meetings, other committee meetings, school-sponsored trainings/professional development, board/tribal/community meetings, etc.

Transitioning Coaches

Please use the following steps as a guideline during a transition from one coach to another. Not all the steps will be necessary so use your professional judgment as to what will be needed.

1. The OPI will make initial contact with the district/school about the change in coaches. Coaches will not make contact with the district/school until OPI approval has been given.
2. The outgoing and incoming coaches will meet, either at a predetermined location or by phone, to discuss the transition period.
3. The outgoing along with the incoming coach will meet with the district/school for a predetermined number of times, not to exceed three, to discuss the status of the action plans and to outline new or continuing goals.
4. The outgoing coach will then complete one final AAR and PDR for that district/school.
5. The OPI will forward copies of all PDR's to date to the incoming coach.
6. The incoming coach will then assume full responsibility for that district/school.

The number of meetings with both coaches should be based upon the needs to the district and the success of the action plans to date. Further contact between the outgoing coach and the district/school should cease after the incoming coach has taken over.

Tribal/Other Community Meeting

Meeting with the Tribal Council or other community organization is sometimes required as part of being a School Coach. Please follow the guidelines below to ensure a smooth meeting.

7. **DO NOT** offer to appear at one of these meetings.
8. If a request is made, let that person know that you are only to discuss what you do, your qualifications, and your role in the improvement process. Let the school administration discuss any data about what the school is doing to make AYP. **DO NOT** attend without school district representation with you.
9. You are an agent of the OPI, and you must remain neutral.
10. If possible, please refer all questions back to the school administration and the OPI, if applicable.
11. Thank the organization for their time and support of the improvement process.

12. Exit the meeting when appropriate.

It is important not to let yourself be drawn into the local politics and say something that could be construed as a critique of the district/school or any employee. The School Coach should not do anything that could be considered an evaluation of any person working for the district.

The OPI recommends against attending Tribal or other community meetings unless it is absolutely necessary to the improvement process. It is required that prior approval be given from the OPI, and that the request be made two weeks in advance of the meeting.